

USAGE OF LEARNING RESOURCES AND PHYSICAL FACILITIES OF THE TEACHERS OF AGRICULTURAL COLLEGE, BAPATLA

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ABSTRACT

Agricultural College, Bapatla was purposively selected out of the six Agricultural College in ANGRAU to know the opinions of teachers towards the Model Class Room. The study was conducted by adopting the Ex - post - facto research design. The respondents for the study include all teachers (56) on rolls as on the date of study in the selected campus. The findings of the study revealed that majority of the respondent Teachers had neutral opinion towards Usage of Learning Resources and physical facilities.

KEYWORDS: Ex - Post - Facto Research Design, Usage of Learning Resources and Physical Facilities

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INTRODUCTION

Learning is a proactive process that cannot take place without the self activity of the Learner. Learning is basically to bring some permanent change in one's own Behaviour i.e., Knowledge, Attitude, Skill and Understanding through the self activity of the Learner. Hence, the modern psychologists have opined that the learning is growth like. Virtually, learning starts from the day a child takes its birth. Learning is highly individualized, self-active and it is a continuous process. The true test of learning is change in behaviour. It can take place through experience and education. It is an activity involving both physical and mental adjustment. It is organizing experience, purposeful, intelligent, creative, active, and individualized and group oriented and the product is expected learning outcomes. The purpose of education is to promote all round development of the learners and bring about desirable changes in their behaviour and agriculture education is not an exception. The basic objective of teaching is to create the learning situation in which the learning takes place automatically. In fact, teaching and learning are the two sides of the same coin. It involves five Elements i. e., Learner, Teacher, Subject Matter, Teaching Materials and Physical facilities. Since, in the Present day Education, the Teacher, and Learners highly organized, every effort is made to collect the opinions of teachers on the remaining three elements i.e., Subject Matter, Teaching Materials and Physical facilities

MATERIALS AND METHODS

The present Study was conducted by adopting Ex - Post - Facto Research Design. By selecting Agricultural College; Bapatla purposively out of the six Agricultural College in ANGRAU, Andhra Pradesh as it is the oldest College with supposed to be well experienced faculty and required Infrastructural facilities. All the 56 Teachers (15 Professors, 20 Associate Professors, and 21 Assistant Professors). Frequency (f) and Percentages (%) were used for statistical analysis.

RESULTS AND DISCUSSIONS

Usage of Learning Resources

Learning resources play an important role in getting clarification and updating students' knowledge on the content of the teaching held in classroom situation. It is important to know the learning resources utilized by the teachers and the information is useful to plan for strengthening the resources. The responses obtained from the teachers of the Agricultural College, Bapatla.

The score of all learning resources was computed for each teacher to see the overall utilization of these resources. The teachers were divided into three groups namely low, medium and high based on overall utilization of learning resources taking into consideration the standard deviation and mean of the score and the results are presented in Table 1

Table 1: Distribution of Respondent Teachers based on Overall Utilization of Learning Resources

(N₁ = 56)

S. No	Category	Teachers	
		Frequency	Percentage
1.	Low (upto 33)	6	10.71
2.	Medium (34 – 45)	42	75.00
3.	High (46 and above)	8	14.29

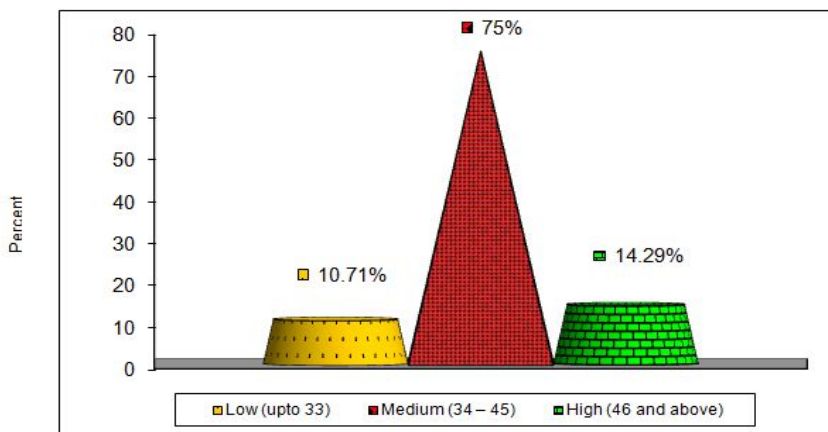


Figure 1: Distribution of Respondent Teachers based on Overall Utilization of Learning Resources

It was observed from Table 1 and Figure 1 that large proportion (75%) of respondent teachers fell in medium category followed by high category (14.29%) and low (10.71%) in utilizing learning resources.

Table 2 shows the distribution of teachers based on the extent of use of learning resource utilization for updating their information in subject matter.

With rapid change in the world, the teacher has to use different learning resources to update their knowledge for improving classroom instructions.

The responses in Table 2 indicated that books, bulletins, manuals were found to be the prominent learning resources and it was found to be regularly used by majority (50%) of respondent teachers followed by consult seniors, teachers, superiors (46.43%), magazines, technical journals (39.28%) technical experts (35.71%), television programmes, exhibitions (23.22%), research stations, seminars / workshops (14.29%), Inter-net, radio programmes (10.72%).

Majority (64.28%) of the respondent teachers have using television programmes as a learning resource frequently followed by research stations (62.5%), radio programmes (60.70%), Inter-net (57.14%), exhibitions (53.57%), bulletins, books, manuals (50%), magazines, technical journals (42.86%), consult seniors, teachers, superiors (32.14%), and seminars / workshops (26.79%).

Occasionally used learning resources include seminars / workshops (35.71%), Inter-net (25.71%) exhibitions, research stations (23.21%), technical experts (21.43%), magazines, technical journals, consult seniors, teachers, superiors (17.86%).

Rarely used learning resources include seminars / workshops (23.21%), radio programmes, Inter-net, consult seniors, teachers and superiors (3.57%).

Never used learning resources was radio programmes (10.72%).

The probable reason for these findings may be due to the fact that the demand for latest information is on higher side from the students and hence, the teacher need to access more learning resources to improve knowledge. Strengthening of library with more references and regular visits of technical experts to the colleges also helped the teachers to have exposure to different sources.

T.V, Inter-net were used frequently by the most of the teachers it may be due to limited axis and also in adequate band width. Another reason might be most of the teachers were in middle to old age. They might have not been showing interest in browsing Inter-net and depend on the books / bulletins / manuals which can be taken home and read. In the present days students are getting latest information with Inter-net. On the other hand resources like seminars, radio, research stations were used rarely by the teachers. This could be due to the fact that teachers were highly confined to teaching and never caged about what was happening around. Hence, there is a need to develop teaching, research and extension linkages. The results were more or less on par with the results of Reddy (2002) and Vijayabhinandan (2003).

Table 2: Distribution of Respondent Teachers based on Learning Resources Utilization

(N₁ = 56)

S.No	Learning source(s)	Extent of Utilization									
		Regularly		Frequently		Occasionally		Rarely		Never	
		F	%	F	%	F	%	F	%	F	%
1.	Books, Bulletins, Manuals	28	50	28	50	---	---	---	---	---	---
2.	Magazines, Technical Journals	22	39.28	24	42.86	10	17.86	---	---	---	---
3.	Technical Experts	20	35.71	24	42.86	12	21.43	---	---	---	---
4.	Television Programmes	13	23.22	36	64.28	7	12.50	---	---	---	---
5.	Radio Programmes	6	10.72	34	60.70	8	14.29	2	3.57	6	10.72
6.	Research Stations	8	14.29	35	62.5	13	23.21	---	---	---	---
7.	Exhibitions	13	23.22	30	53.57	13	23.21	---	---	---	---
8.	Internet	6	10.72	32	57.14	16	28.57	2	3.57	---	---
9.	Seminars / Workshops	8	14.29	15	26.79	20	35.71	13	23.21	---	---
10.	Consult Seniors, Teachers, Superiors	26	46.43	18	32.14	10	17.86	2	3.57	---	---

F: Frequency; %: Percentage

Vast majority (64.28%) of the respondent teachers have using television programmes as a learning resource frequently followed by research stations (62.5%), radio programmes (60.70%), Inter-net (57.14%), exhibitions (53.57%), bulletins / books / manuals (50%), magazines and technical journals (42.86%), consult seniors / teachers / superiors (32.14%) and seminars / workshops (26.79%)

Occasionally used learning resources include seminars / workshops (35.71%), Inter-net (25.71%) exhibitions and research stations with equal percent (23.21%), technical experts (21.43%), magazines / technical journals and consulting seniors / teachers / superiors were equally distributed (17.86%).

Rarely used learning resources include seminars / workshops (23.21%), radio programmes, Inter-net, consulting seniors / teachers / superiors were distributed equally i.e., 3.57%.

Never used learning resources was radio programmes (10.72%).

PHYSICAL FACILITIES

Physical facilities the classroom provide congenial academic environment. It was evident from Table 3 that physical facilities such as spacious room to sit, lighting facility, audio visual equipment, ventilation, classrooms with computer and A.C facilities were found to be very much adequate by most of the teachers. It was found to be adequate almost all physical facilities i.e., spacious room to sit, lighting facility, ventilation, ceiling fan, telephone facility, teachers' table and chair, lectern, audio visual equipment i.e., O.H.P, slide projector to projector whereas classroom with computer and A.C facility, telephone facility, collar mike facility were rated as inadequate the possible reason might be due to this college were well established and sufficient funding by A.H.R.D project. The above said inadequate physical facilities need to be looked into by the university administrators for creating effective learning environment. This finding was in line with the Reddy (2002).

Table 3: Distribution of Respondent Teachers based on Adequacy of Physical Facilities

(N₁ = 56)

S. No	Items	Response Categories							
		Very Much Adequate		Adequate		Less Adequate		Inadequate	
		F	%	F	%	F	%	F	%
1.	Spacious room to sit	38	67.85	18	32.14	---	---	---	---
2.	Classrooms with computer & AC facility	16	28.57	17	30.35	15	---	8	14.28
3.	Adequate physical facilities like fan, furniture etc	6	10.71	43	76.78	7	---	---	---
4.	Lighting facility	26	46.42	30	53.57	---	---	---	---
5.	Adequate ventilation	22	39.28	34	60.71	---	---	---	---
6.	Ceiling fan	1	1.78	36	64.28	15	---	4	---
7.	Telephone facility	---	---	22	39.28	21	---	13	7.14
8.	Teacher's								23.21
	a) Table	6	10.71	42	75	2	---	6	10.71
	b) Chair	---	---	30	53.57	21	---	5	8.92
9.	Lectern	17	30.35	36	64.28	---	---	3	5.35
10.	Audio Visual equipment								
	a) Over Head Projector	23	41.07	26	46.42	7	---	---	---
	b) Slide Projector	7	12.5	24	42.85	23	---	2	3.57
	c) Collar Mike	9	16.07	8	14.28	28	---	11	19.64

F = Frequency, % = Percentage

CONCLUSIONS

Large number (75%) of respondent teachers fell in medium category followed by high category (14.29%) and low (10.71%) in utilizing learning resources. Majority (67.85%) of teachers expressed that 'spacious room to sit' was very much adequate. Majority of the respondent teachers indicated 'adequate' for almost all the physical facilities (computer and A.C facility, lighting facility, ventilation, ceiling fan, telephone facility, teachers' table and chair, lectern, audio visual equipments i.e., over head projector, slide projector, collar mike. The facilities that were found to be less than adequate include computer and A.C facility (26.78), telephone facility (37.5%) and collar mike (50%). Classroom with computer and A.C facility (14.28%), telephone facility (23.21%), collar mike (19.64%) were indicated as inadequate.

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